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ABSTRACT

The lesson planning workbook presents suggestions for including career education in the daily classroom routine of K-12 students. The workbook uses specific personalized questions which students might ask about career planning and preparation. These framework questions are: (1) What kind of person am I? (2) What kinds of job opportunities are there for me? (3) How do I decide what job I want? (4) How will education help me to get the job I want? (5) How do I get the job I want? (6) What do I do with the money and other benefits I receive for my work? The framework questions (broad concepts) have corresponding lesson questions (objectives). The grade levels at which these framework and lesson questions can be emphasized are indicated on scope and sequence matrices. The elementary level section contains lesson guides which are presented separately for each framework question according to K-3 and Grades 4-5 levels. They indicate the framework question, subject area, grade level, lesson question, student activities, resource, and evaluation. For grades 6-12, only the outline of the framework and lesson questions is provided; the teacher is to use the format from the earlier level as a guide to selection of material for the higher grade levels. Blank sample forms are provided. (EC)

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M.A.C.E.

(Memorial) (Area) (Career) (Education)

LESSON PLAN WORKBOOK FOR K-5

CE008552

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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MEMORIAL ATTENDANCE AREA (MAA)

CAREER EDUCATION LESSON PLANNING WORKBOOK

Introduction - To the MAA Staff:

The reasons for believing that thinking, talking, and learning about jobs and careers ought to be included in the classroom activities of Memorial Area teachers are clearly stated in: "Rationale and Philosophy for Career Education - Memorial Attendance Area." This document, prepared by a group of Memorial Area teachers and administrators during the summer of 1972, established a commitment to include career education in our MAA K-12 curriculum.

The purpose of this Lesson Planning Workbook is to give you suggestions about how you can include career education in your daily classroom routine. This workbook uses specific personalized questions which thoughtful students might ask about job and career planning and preparation. These questions form the frame of reference for our MAA, K-12 Career Education Scope and sequence. These questions are classified as "Framework Questions" (Broad Concepts) and "Lesson Questions" (Objectives). The Lesson Questions are intended to delineate the Framework Questions. The Six Framework Questions are:

1. WHAT KIND OF PERSON AM I?
2. WHAT KINDS OF JOB (CAREER) OPPORTUNITIES ARE THERE FOR ME?
3. HOW DO I DECIDE WHAT JOB (CAREER) I WANT?
4. HOW WILL EDUCATION HELP ME TO GET THE JOB (ENTER THE CAREER) I WANT?
5. HOW DO I GET THE JOB (ENTER THE CAREER) I WANT?
6. WHAT DO I DO WITH THE MONEY AND OTHER BENEFITS I RECEIVE FOR MY WORK?

The grade levels at which it is suggested that these Framework Questions and their accompanying Lesson Questions be emphasized by MAA teachers are indicated on the scope and sequence matrices which follow this introduction. And, it must be emphasized, the lists of Lesson Questions are not meant to be definitive. You are urged to add questions you believe to be important, but not included, in the workbook.

You are encouraged to use these questions as a starting point in incorporating job and career planning and preparation into whatever aspects of your total curriculum you think appropriate. These questions are intended to help you tailor career education to your unique classroom or course program. You are encouraged to inject these questions into your classroom or course content - whatever that might be - whenever you think they will apply.

Examples of how some Memorial Area teachers have used these questions in their lesson planning are included in this workbook. Using the planning worksheets provided within this workbook, you are urged to develop lesson plans for your own use; and, if you like, to share them with others.

DEFINITION OF TERMS:

CAREER: The sequence of occupations and/or Jobs engaged in or occupied throughout the lifetime of one person.

JOB: Employment undertaken for remuneration involving specific duties.

MEMORIAL ATTENDANCE DISTRICT CAREER EDUCATION

CURRICULUM SCOPE AND SEQUENCE SUMMARY

#1.0

FRAMEWORK QUESTION: WHAT KIND OF PERSON AM I?

Lesson Questions	Grade Level Emphasis											
	K-1	2	3	4	5	6	7	8	9	10	11	12
1.1 What Do I Like and Dislike?	x	x	x	x	x	x	x	x	x	x	x	x
1.2 What Are My Strengths and Weaknesses?	x	x	x	x	x	x	x	x	x	x	x	x
1.3 How Am I Alike and Different from others?	x	x	x	x	x	x	x	x	x	x	x	x
1.4 How are My Body, Actions, and Attitudes Changing?	x	x	x	x	x	x	x	x	x	x	x	x
1.5 How Do I Relate to the People, Situations, and Things around me?	x	x	x	x	x	x	x	x	x	x	x	x
1.6 What is Important to Me?				x	x	x	x	x	x	x	x	x
1.7 How Do I Want to Live my Life?						x	x	x	x	x	x	x

#2.0

FRAMEWORK QUESTION: WHAT KINDS OF JOB (CAREER) OPPORTUNITIES ARE THERE FOR ME?

Lesson Questions	Grade Level Emphasis											
	K-1	2	3	4	5	6	7	8	9	10	11	12
2.1 What is a Job (Career)?	x	x	x	x	x							
2.2 Why Do I Have to Have A Job (Career)?	x	x	x	x	x	x	x	x				
2.3 What Kinds of Jobs (Careers) Are There to Choose From?	x	x	x	x	x	x	x	x	x	x	x	x
2.4 What Kinds of Jobs interest Me Now?	x	x	x	x	x	x	x	x	x	x	x	x
2.5 What Skills, Education, Experience are required to do the Jobs in which I am Interested?	x	x	x	x	x	x	x	x	x	x	x	x
2.6 Are Some Jobs (Careers) more Important than others?						x	x	x	x	x	x	x
2.7 How does one Job (Career) Affect another Job(s)?						x	x	x	x	x	x	x
2.8 How will the Job (Career) I choose affect the way I want to live?						x	x	x	x	x	x	x
2.8 What things should I consider if I would like to change my Career?									x	x	x	x

#3.0

FRAMEWORK QUESTION: HOW DO I DECIDE WHAT JOB (CAREER) I WANT?

Lesson Questions

3.1 How Do I Learn To Make Decisions?

3.2 What Decisions about a Job (Career) should I make now? ---Later?

3.3 Who Else, Besides Myself, should I consider in making my Job (Career) choice - Family and Friends?

3.4 What will be the Consequences of my Job (Career) choice e.g. Pay, Fringe Benefits, Working Conditions, Geographic location, etc. ?

Grade Level Emphasis

K-1	2	3	4	5	6	7	8	9	10	11	12
x	x	x	x	x	x	x	x				
					x	x	x	x	x	x	x
								x	x	x	x
								x	x	x	x

#4.0

FRAMEWORK QUESTION: HOW WILL EDUCATION HELP ME TO GET THE JOB (ENTER THE CAREER) I WANT?

Lesson Questions

4.1 How Do I Learn?

4.2 What Are The Things I Need to Know, no matter What Job (Career) I choose?

4.3 What Will I Need To Learn to Get the Job (Enter The Career) I Want?

4.4 What Work and Learning Habits will I need to Develop to be Successful at the Job (Career) I want?

Grade Level Emphasis

K-1	2	3	4	5	6	7	8	9	10	11	12
x	x	x	x	x	x	x	x				
			x	x	x	x	x	x	x	x	x
					x	x	x	x	x	x	x
					x	x	x	x	x	x	x

#5.0

FRAMEWORK QUESTION: HOW DO I GET THE JOB (ENTER THE CAREER) I WANT?

Lesson Questions	Grade Level Emphasis											
	K-1	2	3	4	5	6	7	8	9	10	11	12
5.1 How Do I Go About Getting a Job (Entering a Career)?						x	x	x	x	x	x	x
5.2 Who Can Help Me in Finding a Job?						x	x	x	x	x	x	x
5.3 How Do I Apply For A Job?						x	x	x	x	x	x	x
5.4 What Kind of a Job Can I Get Now?						x	x	x	x	x	x	x
5.5 What Do I Do to Keep My Job?									x	x	x	x

#6.0

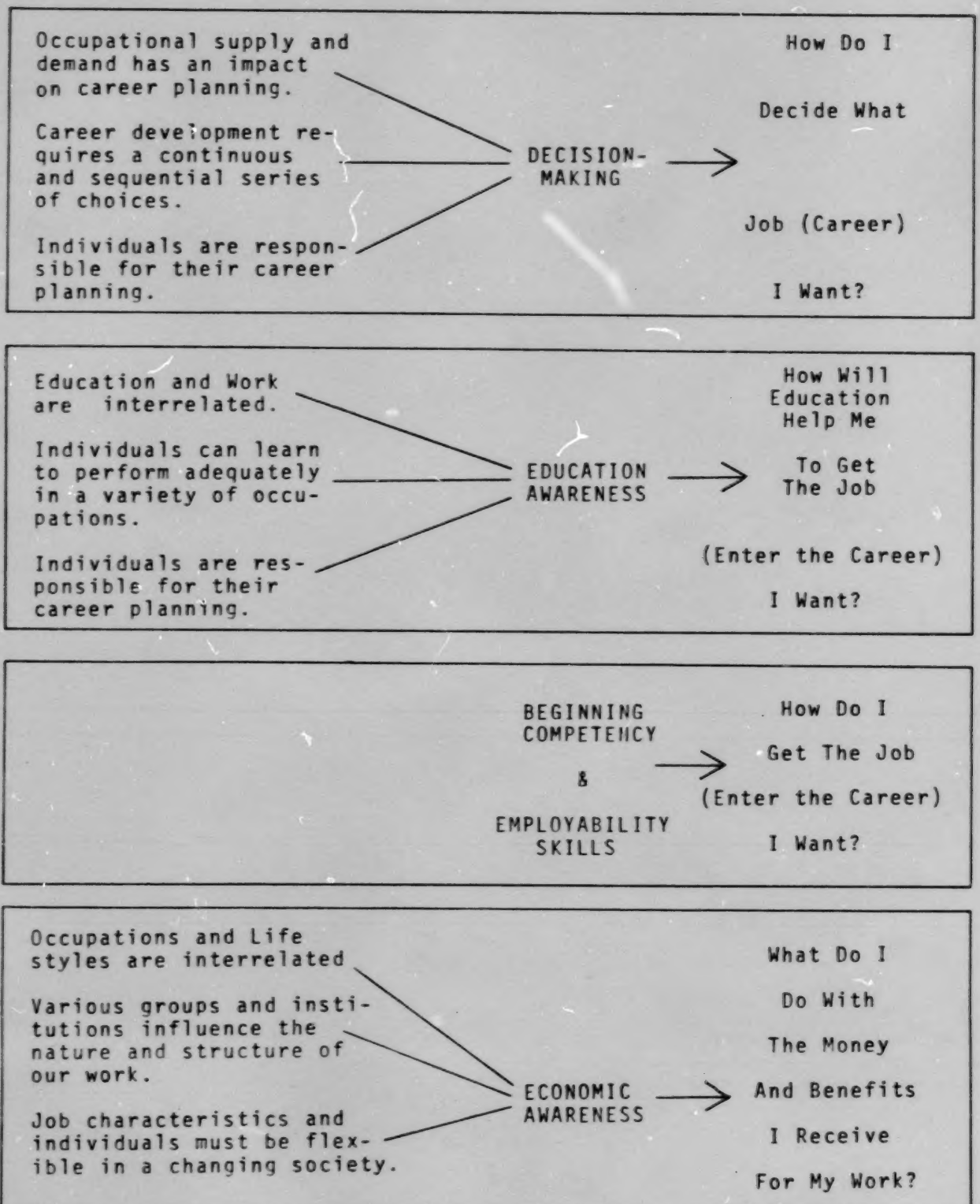
FRAMEWORK QUESTION: WHAT DO I DO WITH THE MONEY AND BENEFITS I RECEIVE FOR MY WORK?

Lesson Questions	Grade Level Emphasis											
	K-1	2	3	4	5	6	7	8	9	10	11	12
6.1 What Kinds of Things (Goods and Services) Do I Need And Want?	x	x	x	x	x	x	x	x	x	x	x	x
6.2 How Can I Get The Most For the Money I Spend?				x	x	x	x	x	x	x	x	x
6.3 How Does What Others Do With Their Money Affect Me?				x	x	x	x	x	x	x	x	x
6.4 How Much Money Do I Need To Earn in Order to Live the Way I Want?						x	x	x	x	x	x	x

COMPARATIVE CAREER CONCEPTS

The following chart is provided in order to show the relationship among the Wisconsin Department of Public Instruction and Ohio State Concepts and the Six Framework Questions used in this workbook. The D. P. I. and Ohio State Career Education Concepts have been widely used for curriculum building throughout the nation.

Wisconsin Department of Public Instruction	Ohio State University Career Project	Memorial Area Framework Questions
An understanding and acceptance of self is important through life. Persons need to be recognized as having dignity and worth. Individuals differ in their interests, abilities, attitudes and values.	SELF-AWARENESS →	What Kind of A Person Am I?
Occupations exist for a purpose. There is a wide variety of occupations which may be classified in several ways. Work means different things to different people. Job specialization creates interdependency.	CAREER-AWARENESS →	What Kinds of Job (Career) Opportunities Are There For Me?


Occupational supply and demand has an impact on career planning.
Career development requires a continuous and sequential series of choices.
Individuals are responsible for their career planning.
DECISION-MAKING
How Do I
Decide What
Job (Career)
I Want?
Education and Work are interrelated.
Individuals can learn to perform adequately in a variety of occupations.
Individuals are responsible for their career planning.
EDUCATION AWARENESS
How Will Education Help Me
To Get The Job
(Enter the Career)
I Want?
BEGINNING COMPETENCY
&
EMPLOYABILITY SKILLS
How Do I
Get The Job
(Enter the Career)
I Want?
Occupations and Life styles are interrelated
Various groups and institutions influence the nature and structure of our work.
Job characteristics and individuals must be flexible in a changing society.
ECONOMIC AWARENESS
What Do I
Do With
The Money
And Benefits
I Receive
For My Work?

KINDERGARTEN - GRADE 3 CAREER EDUCATION CURRICULUM SCOPE

1.0 WHAT KIND OF PERSON AM I?

1.1 What Do I Like And Dislike?

1.2 What Are My Strengths and Weaknesses?

1.3 How Am I Alike and Different From Others?

1.4 How Are My Body, Actions and Attitudes Changing?

1.5 How Do I Relate to the People, Situations, and Things Around Me?

1.6

1.7

1.8

Subject Area: Language Arts

Career Education Lesson Guide

Grade Level: 4-3

1.0 WHAT KIND OF PERSON AM I?

Framework Question

1.1 What Do I Like And Dislike?

Lesson Question (Objective)

Student Activities

"Who Am I Collage"

Instruct your students to make a collage entitled "Me!" Provide each student with a 12"X 18" sheet of construction paper, or thin cardboard. Students should collect and cut out pictures, words and symbols that are representative of themselves, such as things they like to do, things they own, things they would like to own, places they have been, people they admire, etc.

The students will paste the pictures, words and symbols they have cut out on to their construction paper, and hence, their collage. Instruct the students not to sign them.

After the individual collages are completed, display them in the classroom. First, have the students try to guess who made each collage. Have each student explain to the class all the items in his collage. Variation: Make collage with likes and Dislikes.

Resources

Materials as outlined in the Student Activities

Muir
Falk

Evaluation

The teacher will evaluate both the process of construction, and the final content of the collage.

Subject Area: Language

Career Education Lesson Guide

Grade Level: 3-4

1.0 WHAT KIND OF PERSON AM I?

Framework Question

1.2 WHAT ARE MY STRENGTHS AND WEAKNESSES?

Lesson Question (Objective)

Student Activities

SELF -COMMERCIAL

Students will spend the next several days making advertisements and commercials to sell themselves. They will have the option of designing a magazine or newspaper advertisement, poster, billboard sign, brochure, radio or T.V. commercial, or any other form of advertising.

Allow several class periods for the students to develop their ideas and create their final product for display. (Two or more students may work together in teams: One student might be a good artist, and another a good writer.)

When the students have completed their ads and commercials, take a period to share them all with the entire class.

Resources

Materials needed: Poster board, crayons, magic markers, water colors, brushes, scissors, magazines, newspapers and paste. If available, typewriter, tape-recorder, record player, records, video-tape recorder, cameras.

Muir
Falk

Evaluation

Students will show evidence of competency in their final product development.

Subject Area: Human Relations

Career Education Lesson Guide

Grade Level: 3

1.0 WHAT KIND OF PERSON AM I?

Framework Question

1.2 WHAT ARE MY STRENGTHS AND WEAKNESSES?

Lesson Question (Objective)

Student Activities

1. View the filmstrip: "First Step"
2. Role-Playing
3. Write about an experience which was hard for you to learn.
4. Have someone teach you a new game.
5. Play a riddle game of: "I'm thinking of a new experience..." (Describe some first steps of learning the new experience.)

Resources

Filmstrip: Learning About Me (5FS/Sound)

"First Step" QED Production

Muir

Evaluation

Subject Area: Human Relations

Career Education Lesson Guide

Grade Level: 3

1.0 WHAT KIND OF PERSON AM I?

Framework Question

1.3 HOW AM I ALIKE AND DIFFERENT FROM OTHERS?

Lesson Question (Objective)

Student Activities

1. View the filmstrip: "Different Shapes"
2. Make a "Me" Mobile
3. Chart heights at beginning, middle, and end of year (Graphing, too.)
4. Body silhouettes with student's interests - likes and dislikes written on certain parts of the body.

Resources

Filmstrip: Learning About Me (5FS/Sound) QED Production

"Different Shapes"

Muir

Teacher will evaluate student "mobiles" and other related activities.

Evaluation

Subject Area: Language Arts

Career Education Lesson Guide

Grade Level: 3

1.0 WHAT KIND OF PERSON AM I?

Framework Question

1.3 How Am I Alike and Different From Others?

Lesson Question (Objective)

Student Activities

View Filmstrip: "Joy of Being You"

1) Identification Games and/or pictures (via writings)

2) "Who Am I?" Bulletin Board

3) "I Want To Be----" (Children realizing that their special talents can be applicable to special careers).

4) Role-playing of differences which appear in different surroundings and/or situations.

Resources

Filmstrip: Who Am I? (5FS/Sound) (Scholastic)

"Joy of Being You"

Falk

Can the students compare the unique differences of others?

Can the students compare their specialties with careers?

Evaluation

Subject Area: Language Arts

Career Education Lesson Guide

Grade Level: 3

1.0 WHAT KIND OF PERSON AM I?

Framework Question

1.3 How am I Alike and Different from Others?

Lesson Question (Objective) (How are my feelings like others?)

View filmstrip: "All Kinds of Feelings"

Student Activities

-Bulletin Board on pictures of happy and sad feelings
(or could get more specific, i.e. quiet, angry, frightened)

-Music listening period and drawing period

-Poetry

-Display of things which make children feel "special"

-Learning center set up with creative touch box, and pictures showing special feelings.

Resources

Filmstrip: Who Am I? (5FS/Sound) (Scholastic)

"All Kinds of Feelings"

Falk

Evaluation

Language Arts

Subject Area

Career Education Lesson Guide

3-4

Grade Level

1.0 WHAT KIND OF PERSON AM I ?

Framework Question

1.4 How Are My Body, Actions and Attitudes Changing?

Lesson Question (Objective)

Student Activities

Learning Activity - Time Line

Questions For Discussion:

1. When were you born?
2. What things do you remember about your life so far which stand out in your mind as being important?
3. What are some things you would like to have happen to you in the future?
4. At what time in your life do you think these things might happen?
5. Discuss what a time line is.

Give each child a sheet of paper. Fold it in half lengthwise and draw a line on the fold. Now have each child create a time line of his life to date, and his future as he thinks it will be, or how he would like it to be. Pictures may be used.

Resources

Career Awareness

Owatonna Elementary Schools

372.14
C183

Muir

Each child will produce a time line of their life.

Evaluation

Subject Area: Language Arts

Career Education Lesson Guide

Grade Level: 3

1.0 WHAT KIND OF PERSON AM I?

Framework Question

1.5 How Do I Relate To The People, Situations and Things Around Me?

Lesson Question (Objective)

Student Activities

View Filmstrip: "People Packages"

1. Bring a surprise package to school - describe with clues.
2. Have each student chart himself and five friends:

chart: (eye color
(hair color
(height
(weight
(fingerprint

Resources

Filmstrip: Who Am I? (5FS/Sound)(Scholastic)

"People Packages"

Falk

Evaluation

Subject Area: Language Arts

Career Education Lesson Guide

Grade Level: 3

1.0 WHAT KIND OF PERSON AM I?

Framework Question

1.5 How Do I Relate to the People, Situations and Things Around Me?

Lesson Question (Objective)

Student Activities

View filmstrip: "Nothing is Something to Do"

Discussion of what you do when you've "nothing to do".

Specify things that are "nothing"

Leading to the fact that "something" is done.

Resources

Filmstrip: Who Am I? (5FS/Sound) (Scholastic)

"Nothing is Something to Do"

Falk

Evaluation

OPEN

Subject Area

Career Education Lesson Guide

Grade Level 3

1.0 WHAT KIND OF PERSON AM I?

Framework Question

1.5 How Do I Relate To The People, Situations, And Things Around Me?

Lesson Question (Objective)

Social Silhouettes

Student Activities

First make a silhouette of each student.

Each day post one of the silhouettes in the room. During some part of each day have a different child write what he or she sees as the best features of the silhouette --- what they like most about the featured person.

At the end of the day, compile these statements into a paragraph and post the silhouette and the paragraph in the hall for the entire building to see.

Resources

No special resources required

Display of paragraphy and silhouette on daily or weekly basis.

Evaluation

OPEN

Subject Area

Career Education Lesson Guide

Grade Level 3

1.0 WHAT KIND OF PERSON AM I?

Framework Question

1.5 How Do I Relate To The People, Situations, And Things Around Me?

Lesson Question (Objective)

Student Activities

1. View the filmstrips: Part I, II & III; "First Things: What Do You Expect Of Others?"
2. Prepare 4 different pictures of people in uniform. Divide the class and have each group make up characteristics about the person in uniform. Exchange pictures and do the same thing. Exchange until all groups have seen all pictures. Then make comparisons of characteristics.
3. Make up a play of someone moving to a new neighborhood, and the problems faced.
4. Discussion should point up ethnic or religious groups, or just wearing different hats.

Resources

Filmstrip: First Things: What Do You Expect Of Others?

(3FS/Sound) Guidance Associates of Pleasantville, N. Y.

Parts I, II, III.

Muir

Teachers evaluation of student activities as accomplished by each student.

Evaluation

Human Relations

Subject Area

Career Education Lesson Guide

3

Grade Level

1.0 WHAT KIND OF PERSON AM I ?

Framework Question

1.5 How Do I Relate To The People, Situations, And Things Around Me ?

Lesson Question (Objective)

Student Activities

1. View the filmstrip: "I'm The Boss"
2. Role-Playing (Use "Emotion" Spinner)
3. T.V. Movies of similar "I'm The Boss" situations.
4. Display pictures of 3 negative situations, e.g.:
   a. Two children wanting to swing at the same time;
   b. Children playing hide-and-seek with one child disobeying the rules;
   c. A child not sharing his candy.

   Have the students write or explain orally how these situations could be changed and improved to show children getting along together.

Resources

Filmstrip: Learning About Me (5FS/Sound) QED productions

"I'm The Boss"

Muir

Observation of student role-playing

Evaluation

Human Relations

Subject Area

Career Education Lesson Guide

3

Grade Level

1.0 WHAT KIND OF PERSON AM I?

Framework Question

1.5 How Do I Relate To The People, Situations And Things Around Me?

Lesson Question (Objective)

Student Activities

1. View the filmstrip: "I'm New Here"
2. Role-playing - especially at the beginning of the year.
3. Make a "worry bird" out of construction paper. List the things on it which the students worry about.

Resources

Filmstrip: Learning About Me (5FS/Sound)

OED Productions

#3 "I'm New Here

Muir

Teacher evaluation of student performance in role playing and construction project.

Evaluation

Subject Area: Language Arts

Career Education Lesson Guide

Grade Level: 3

1.0 WHAT KIND OF PERSON AM I?

Framework Question

1.5 How Do I Relate To The People, Situations And Things Around Me?

Lesson Question (Objective)

Student Activities

View the Filmstrip: "I Am New Here".

After viewing the filmstrip, discuss with the students the methods they use to make friends. Take some time to brainstorm some new ways. Role-play the best of these.

Resources

Filmstrip: Learning About Me (SFS/Sound) OED Publisher

#3 "I Am New Here"

Muir

Assess verbal fluency, creativeness and ability to role-play.

Evaluation

Language Arts

Subject Area

Career Education Lesson Guide

3

Grade Level

1.0 WHAT KIND OF PERSON AM I?

Framework Question

1.5 HOW DO I RELATE TO THE PEOPLE, SITUATIONS, AND THINGS AROUND ME?

Lesson Question (Objective)

Student Activities

1. View the filmstrip: "I Am New Here".

2. Students will write a paragraph answering the following question:

   "What is there about you which makes your friends like you?"

Resources

Filmstrip: Learning About Me(SFS/Sound)

#3 "I Am New Here"

Muir

Evaluation

Language

Subject Area

Career Education Lesson Guide

3

Grade Level

1.0 WHAT KIND OF PERSON AM I?

Framework Question

1.5 How Do I Relate To The People, Situations and Things Around Me?

Lesson Question (Objective)

Student Activities

Discuss the following questions after viewing the filmstrip: "Borrowed Friendship"

What is a Friend?

Do You Have A Friend?

How Do You Find A Friend?

How Do You Know You Have A Friend?

Is it Good to have Many Friends, or just a Few Friends?

Resources

Filmstrip: Learning About Me (5FS/Sound)

#4 "Borrowed Friendship"

Muir
Falk

To what degree did all participate?

To what degree was behavior off the topic during the discussion?

Evaluation

Human Relations

Subject Area

Career Education Lesson Guide

3

Grade Level

1.0 WHAT KIND OF PERSON AM I?

Framework Question

1.5 How Do I Relate To The People, Situations And Things Around Me?

Lesson Question (Objective)

Student Activities

1. View the filmstrip: "Borrowed Friendship".
2. Role-Playing
3. Open-ended discussion
4. Creative Writing: "What is a friend?"

Resources

Filmstrip: Learning About Me (5FS/Sound) OED Productions

"Borrowed Friendship"

Muir

To what degree were students involved in role playing?

Did everyone complete a creative writing experience?

Evaluation

Soc. Stud. & Hum. Rel

Subject Area

Career Education Lesson Guide

3-5

Grade Level

1.0 WHAT KIND OF PERSON AM I ?

Framework Question

1.5 How Do I Relate To The People, Situations and Things Around Me?
1.6 What Is Important To Me?

Lesson Question (Objective)

Student Activities

1. Teacher introduces filmstrip
2. Show Filmstrip
3. On evaluation, guide appears to be very thorough and structures discussion as well as offering an effective discussion model. In addition, questions and follow-up activities are easily adaptable to any classroom situation.

Guide: pages 12-22

Resources

Guidance Associates

"First Things: The Trouble With Truth" part 2

Crestwood
Muir

Observation: Increased skill in discussion techniques

Increased ability to examine decisions and the reasons for making them.

Evaluation

Social Studies

Subject Area

Career Education Lesson Guide

3-5

Grade Level

1.0 WHAT KIND OF PERSON AM I ?

Framework Question

1.5 How Do I Relate To The People, Situations and Things Around Me?
1.6 What is Imporatnt To Me?

Lesson Question (Objective)

Student Activities

Filmstrip # 1.

Teacher introduces filmstrip by mentioning the topis as meaning for the room (after observation of pushing, and butting in line). Show filmstrip, followed by discussion as suggested in guide (p.12-16), or whatever method teacher feels is valid. Discussion questions are provided which can be used if the outcome of discussions are one-sided. (See pages 18-19). The guide (page 17) also suggests a model discussion to be used so that the students have an idea of how to proceed with the discussions.

Resources

That's No Fair (Kit: record & 2 filmstrips)

Guidance Associates of Pleasantville, N. Y.

Muir
Crestwood

Observation of Class Discussion
Possible Class writings - open-ended
Role-playing Situations

Evaluation

Subject Area: Language Arts

Career Education Lesson Guide

Grade Level: 3

1.0 WHAT KIND OF PERSON AM I?

Framework Question

1.6 WHAT IS IMPORTANT TO ME ?

Lesson Question (Objective)

Student Activities

View filmstrip: "Do You Believe in Wishes"

-Making a Riddle out of a Wish

-Planning steps of making a wish workable. (A wish for oneself)

-Planning how to put a classroom wish into operation

Resources

Filmstrip: Who Am I? (5FS/Sound) (Scholastic)
"Do You Believe in Wishes?"

Falk

Evaluation

KINDERGARTEN - GRADE 3 CAREER EDUCATION CURRICULUM SCOPE

2.0 WHAT KINDS OF JOB (CAREER) OPPORTUNITIES ARE THERE FOR ME?

2.1 What Is A Job?

2.2 Why Do I Have To Have A Job (Career)?

2.3 What Kinds of Jobs (Careers) Are There To Choose From?

2.4 What Kinds of Jobs Interest Me Now?

2.5 What Skills, Education and Experience are required to Do the Jobs in Which I am Interested?

2.6

2.7

2.8

OPEN

Subject Area

Career Education Lesson Guide

Grade Level 3

2.0 WHAT KINDS OF JOB (CAREER) OPPORTUNITIES ARE THERE FOR ME?

Framework Question

2.2 Why Do I Have To Have A Job (Career)?

Lesson Question (Objective)

Student Activities

Teacher-led Discussion:

Topic: How is Work Related to Personal Satisfaction?
Discuss the words: work and success

Activities:

Read Biographies about people who have become famous through their work.

Have the class compose a letter to a famous person and ask: "What do you like best about your job?"

Play "What's My Line", and have the children role-play famous people for the panel to guess.

Resources

No Special Resources Required

From the reading of biographies---students should express how the work of the famous person affected the individual's in class as well as others.

The class should contrast types of work performed by the biograhies.

Evaluation

Subject Area: Social Studies
Studies
Language

Career Education Lesson Guide

Grade Level: 3

2.0 WHAT KINDS OF JOB (CAREER) OPPORTUNITIES ARE THERE FOR ME?

Framework Question

2.3 What Kinds of Jobs (Careers) Are There To Choose From?

Lesson Question (Objective)

Student Activities

1. View a filmstrip from Career Kaleidoscope.
2. Have each child write a story stating what he would like to be and why.
3. Study an occupational family: Nurses, Doctors, Druggists, Laboratory Technicians.
4. Have a worker from the occupational family under study give a demonstration to the class.
5. Conduct a tour of local job sites to show how various jobs require the cooperation of different workers.

Resources

Filmstrip: Career Kaleidoscope (5FS/Sound) January Productions

(Use Any)

Evaluation

Social Studies

Subject Area

Career Education Lesson Guide

3

Grade Level

2.0 WHAT KINDS OF JOB (CAREER) OPPORTUNITIES ARE THERE FOR ME ?

Framework Question

2.3 What Kinds of Jobs (Careers) Are There To Choose From?

Lesson Question (Objective)

Student Activities

1. View the filmstrip: "Up, Up and Away"
2. Plan a visit to an airport or....
3. Have someone from the airport visit the school. Ask this person what he studies to prepare for his career, and why he chose the career he did.
4. What would happen if..... Develop a situation with the class which would heighten for the students the importance of each job. What would happen at the airport if there were no sky-caps, no maintenance men, no clerks, no stewardesses, no mechanics, etc.

Resources

Filmstrip: Career Kaleidoscope (Filmstrip/Sound) January Productions

"Up, Up and Away"

Muir

Teacher Choice

Evaluation

HEALTH

Subject Area

Career Education Lesson Guide

3

Grade Level

2.0 WHAT KINDS OF JOB (CAREER) OPPORTUNITIES ARE THERE FOR ME ?

Framework Question

2.3 What Kinds of Jobs (Careers) Are There To Choose From?

Lesson Question (Objective)

Student Activities

1. View the filmstrip: "Check In, Check Up"
2. Have the school Nurse, Doctor or Dental Hygenist visit the class. Ask them what they studied to prepare for their careers and why they chose the careers they did.
3. Write to Red Cross or a local hospital to ask how students could assist them in giving help to hospitalized children or elderly people.
4. Visit a hospital.

Resources

Filmstrip: Career Kaleidoscope (Filmstrip/Sound) January Productions

"Check In, Check Up"

Muir

Evaluation

Teachers will evaluate by obtaining feedback from the students on the degrees of success/failures as they relate to the resource activities above.

Language Arts

Subject Area

Career Education Lesson Guide

3

Grade Level

2.0 WHAT KINDS OF JOB (CAREER) OPPORTUNITIES ARE THERE FOR ME?

Framework Question

2.3 What Kinds of Jobs (Careers) Are There To Choose From?

2.8 How Will The Job (Career) I Choose Affect The Way I Want To Live?

Lesson Question (Objective)

Student Activities

1. Conduct a "Hobby Day". Demonstrate Hobbies and explain them. Discuss how these jobs might become job opportunities.
2. Chart a matching of children's play activities to related jobs.
3. -Interview parents about their jobs and report the results to the class. (Sample questions: What kind of training was required? Do they like their work? How are their jobs important? What are the benefits and rewards they derive from their jobs?
4. In the world of sports and entertainment, list a variety of occupations. Collect and display pictures of personalities for each category. Write letters requesting information about a celebrity.

Resources

Education Reference Library)
Instructional Materials Center) booklet
Madison Public Schools Grade 3)

Observe and match childrens' play activity to a related occupation.

Evaluation

Subject Area: Language

Career Education Lesson Guide

Grade Level: 3-4

Framework Question

2.0 WHAT KINDS OF JOBS (CAREER OPPORTUNITIES) ARE THERE FOR ME ?

Lesson Question (Objective)

2.5 What Skills, Education, Experience Are Required To Do The Jobs In Which I Am Interested?

Student Activities

1. Divide the class into 4 of 5 groups for Job Analysis. Let each group select a job and list the duties and personal traits needed for success.

2. Students will make two lists. The first will consist of their specific and individual interests, abilities and personal traits. The second list should indicate some skills and qualifications associated with a number of jobs. Students will follow the listings by making comparisons between the two.

Resources

No Special Resources Required

Evaluation

Evaluate lists composed by the students

KINDERGARTEN - GRADE 3 CAREER EDUCATION CURRICULUM SCOPE

#3.0 HOW DO I DECIDE WHAT JOB (CAREER) I WANT?

3.1 How Do I Learn To Make A Decision?

3.2

3.3

3.4

#4.0 HOW WILL EDUCATION HELP ME TO GET THE JOB (ENTER THE CAREER) I WANT?

4.1 How Do I Learn?

4.2

4.3

4.4

#5.0 HOW DO I GET THE JOB (ENTER THE CAREER) I WANT?

(For Grades 6-12)

#6.0 WHAT DO I DO WITH THE MONEY AND BENEFITS I RECEIVE FROM MY WORK?

6.1 What Kinds of Things (Goods and Services) Do I Need and Want?

6.2

6.3

6.4

OPEN

Subject Area

Career Education Lesson Guide

Grade Level 3

3.0 HOW DO I DECIDE WHAT JOB (CAREER) I WANT?

Framework Question

3.1 How Do I Learn To Make Decisions?

Lesson Question (Objective)

Student Activities

Use Activities in the Duso Kit Teacher's Manual-

"Think For Yourself"

1. Role-playing
2. Discussions
3. Puppetry

Resources

Duso Kit D-2 American Guidance Services, Inc.

Cassettes, posters & puppets

"Think For Yourself"

Falk

Observation of Student Performance

Evaluation

OPEN

Subject Area

Career Education Lesson Guide

3

Grade Level

3.0 HOW DO I DECIDE WHAT JOB (CAREER) I WANT?

Framework Question

3.1 HOW DO I LEARN TO MAKE DECISIONS?

Lesson Question (Objective)

Student Activities

See Duso Kit Teacher Manual for Activities:

1. Role-Playing
2. Puppets

Resources

Duso Kit D-2 American Guidance Services, Inc.
cassettes - posters - puppets

"On Your Own"

Falk

Subjective Observation by Teacher.

Evaluation

Social Studies

Subject Area

Career Education Lesson Guide

3-4

Grade Level

3.0 HOW DO I DECIDE WHAT JOB (CAREER) I WANT?

Framework Question

3.1 How Do I Learn To Make Decisions?

Lesson Question (Objective)

Student Activities

Rewards Influence Behavior And Decisions

Inform students that they are going to play a game similar to "hot and cold". Choose one student to play, and the rest will observe. Explain to the student that you will snap your fingers when the student moves in the right direction. Explain that the snap of your fingers means a piece of candy. When the student goes outside of the room, select a corner of the room toward which you want the student to go. Have the student come back. Begin to snap your fingers every time the student moves in the right direction.

Resources

A Career Education Unit - Careers and You,I

Comprehensive Career Education Model - Ohio State University

Muir

Evaluation

Subject Area: Language Arts

Career Education Lesson Guide

Grade Level: 3-4

3.0 HOW DO I DECIDE WHAT JOB (CAREER) I WANT?

Framework Question

3.1 How Do I Learn To Make Decisions?

Lesson Question (Objective)

Student Activities

Divide the class into groups of 4 to 6 members.

-Each group will build a structure out of newspaper and masking tape. The structure will have the strength to support the weight of one member of each group.

-Develop the decision-making process.

Resources

Newspaper

Masking Tape

For 10 minutes in group discussion, have the students talk about what they learned and how they felt; also their reactions to this method of getting to know someone.

Evaluation

SAFETY

Subject Area

Career Education Lesson Guide

3

Grade Level

4.0 HOW WILL EDUCATION HELP ME TO GET THE JOB (ENTER THE CAREER) I WANT?

Framework Question

4.1 HOW DO I LEARN?

Lesson Question (Objective)

Student Activities

View the filmstrip and do the following:

1. On one-half of a sheet of paper, students will draw a picture which has one mistake; they will then give it to another student who will remake the picture without the mistake.
2. Make drawings of articles (people) that exist to protect people from mistakes or accidents. Chart the causes of such mistakes or accidents.
3. Discuss the mistakes made as learning steps.

Resources

Filmstrip: How Do I Learn? (FS/Sound) Scholastic

"Making Mistakes"

Falk

Evaluate student pictures, mistake lists, and oral responses.

Evaluation

OPEN

Subject Area

Career Education Lesson Guide

Grade Level 3

4.0 HOW WILL EDUCATION HELP ME TO GET THE JOB (ENTER THE CAREER) I WANT?

Framework Question

4.1 HOW DO I LEARN?

Lesson Question (Objective)

Student Activities

1. The class will view the filmstrip "What's Next?"
2. Students will give oral demonstrations of a sequence of things that come next.
3. Utilize the Discussion Activities in the filmstrip Manual.

Resources

Filmstrip: How Do I Learn? (3FS/Sound) Scholastic

"What's Next?"

Falk

Teacher will evaluate the performance of students as they perform "student activities" above.

Evaluation

Art

Subject Area

Career Education Lesson Guide

3

Grade Level

4.0 HOW WILL EDUCATION HELP ME TO GET THE JOB (ENTER THE CAREER) I WANT?

Framework Question

4.1 HOW DO I LEARN?

Lesson Question (Objective)

Student Activities

1. The class will view the filmstrip: "Figuring Things Out".

2. Students should invent something new. They make, draw (illustrate) or write a description of their invention.

Resources

Filmstrip: How Do I Learn? (3FS/Sound)

"Figuring Things Out"

Falk

Teacher evaluation of student inventions.

Evaluation

Social Studies or Math

Subject Area

Career Education Lesson Guide

3

Grade Level

6.0 WHAT DO I DO WITH THE MONEY AND BENEFITS I RECEIVE FOR MY WORK?

Framework Question

6.1 What Kinds of Things (Goods & Services) Do I Need And Want?

Lesson Question (Objective)

Student Activities

Brainstorming of Needs & Wants:

Examination of a Budget:

1. How many of you receive an allowance?
2. What is the amount of your allowance?
3. What do you do to earn an allowance?
4. How do you spend your allowance?
5. Do you feel your allowance is fair? Why?

Give the children a chart. If the child does not receive an allowance, give him an imaginary sum to work with. Each morning the teacher could give students 5 minutes to write in any spending he has done and the resulting balance. He could record any extra money he receives during the week. On the following Monday the teacher could suggest an unexpected expenditure such as a gift for a family member of friend.

Resources

Career Awareness: (For Math Use) Owatonna Elementary Schools
Career Education Guide
Minnesota Department of Education, St. Paul (booklet)

The child is able to list needs and wants.

Evaluation

MATH

Subject Area

Career Education Lesson Guide

4-3

Grade Level

6.0 WHAT DO I DO WITH THE MONEY AND BENEFITS I RECEIVE FOR MY WORK?

Framework Question

6.2 How Can I Get The Most For The Money I Spend?

Lesson Question (Objective)

Student Activities

Learning Activity - Budget

Introduce this activity by a discussion of the word "Budget"

1. What is a budget?
2. Who needs a budget?
3. Why do we need a budget?

Then discuss an Interior Decorator, & What are some of his/her skills?

Tell the class that you are going to give them a budget to work with in order to decorate a room in a house. Divide the class into groups of 4 or 5 and give each a catalog. (Can be brought from home). Give each group a budget, a certain room, and room-size to work with. Examples: Bedroom - 12'X 14; $1000.00; Kitchen -12'X 16; $1500.00; Den - 12'X 14',$1000.00. Children should fill out sample order.

Resources

Career Awareness

Owatonna Elementary School

Muir

Each group will produce a budget for their room.

Evaluation

GRADES 4 & 5 CAREER EDUCATION SCOPE

#1.0 WHAT KIND OF A PERSON AM I?

1.1 What Do I Like and Dislike?

1.2 What Are My Strengths and Weaknesses?

1.3 How am I Alike and Different from Others?

1.4 How Are My Body, Actions, and Attitudes Changing?

1.5 How Do I Relate to the People, Situations and Things Around Me?

1.6 What is Important to Me?

1.7

1.8

1.9

#2.0 WHAT KINDS OF JOB (CAREER) OPPORTUNITIES ARE THERE FOR ME?

2.1 What is a Job (Career) ?

2.2 Why Do I Have to Have a Job (Career)?

2.3 What Kinds of Jobs (Careers) Are There to Choose From?

2.4 What Kinds of Jobs interest me now?

2.5 What Skills, Education and Experience are Required to do the Jobs in which I am Interested?

2.6

2.7

2.8

Language Arts

Subject Area

Career Education Lesson Guide

4

Grade Level

1.0 WHAT KIND OF PERSON AM I?

Framework Question

1.2 What Are My Strengths And Weaknesses?

Lesson Question (Objective)

Student Activities

1. Students will view the filmstrip: "First Step"
2. Creative Plays - Using stories written by the Students
3. Creative Language Arts Stories. (Stories written about personal experiences about starting something new.)

Resources

Filmstrip: Learning About Me (5FS/Sound) QED Productions

"First Step"

Muir

Teacher Observation of student productions.

Evaluation

HEALTH

Subject Area

Career Education Lesson Guide

4-5

Grade Level

1.0 WHAT KIND OF PERSON AM I?

Framework Question

1.3 HOW AM I ALIKE AND DIFFERENT FROM OTHERS ?

Lesson Question (Objective)

Student Activities

View the filmstrip: "Different Shapes"

Part I Growth Charts:

Measure each student at the beginning of the year. Chart his/her growth at different times during the year to find a difference. You may also chart animals in the room. e.g.:

a. Measuring growth of baby animals during the year;
b. -Students measuring new young pets at home.

Resources

Filmstrip: Learning About Me (5FS/Sound) QED Productions

"Different Shapes"

Muir

Students will submit their growth charts as evidence of their study.

Evaluation

HEALTH

Subject Area

Career Education Lesson Guide

4-5

Grade Level

1.0 WHAT KIND OF PERSON AM I ?

Framework Question

1.3 HOW AM I ALIKE AND DIFFERENT FROM OTHERS?

Lesson Question (Objective)

Student Activities

Part II: Geography of the Self

The students will consider the following questions about themselves:
Where are the boundaries of your body? The population centers?
Where are the Urban Renewal Areas?
Where are the deserts, the rivers, the mountain ranges?
Where are the cliffs, caves, jungles, frontiers, unchartered lands?
What might a person find there? Write an imaginary journal of
Write an imaginary journal of your discoveries.

What are the chief products of your body? (metaphorical as well as physical) natural resources? materials for production? energy centers? power plants? recreation areas? parks?
Where are the wars and conflicts fought?

-Where are the colonies? Who owns parts of you? Which parts?

Resources

Filmstrip: Learning About Me (5FS/Sound) QED Productions

"Different Shapes"

Muir

The student's final product will be evidence of his accomplishment of the task. Teacher evaluation criteria may be applied individually.

Evaluation

Subject Area: Language Arts

Career Education Lesson Guide

Grade Level: 4

1.0 WHAT KIND OF PERSON AM I?

Framework Question

1.3 HOW AM I ALIKE AND DIFFERENT FROM OTHERS?

Lesson Question (Objective)

Student Activities

Language Arts Activity:

Create a touch box. (coins, pencils, etc.) Student closes his eyes and tries to identify objects. Follow up activity by having students tell what things feel like without touching them. Examples: How does an itch feel? a cloud? a kitten? This exercise can be written or oral. If oral, tell a friend, one to one.

Resources

Filmstrip:
Who Am I? (SFS/SOUND) (Scholastic)

"All Kinds of Feelings"

Muir

Evaluation

Open

Subject Area

Career Education Lesson Guide

Grade Level 4

1.0 WHAT KIND OF PERSON AM I?

Framework Question

1.3 HOW AM I ALIKE AND DIFFERENT FROM OTHERS?

Lesson Question (Objective)

Student Activities

View the filmstrip: "Who Am I?"
Discussion Questions:

Are you different at different times?
Role Playing: (When you go to the dentist;
(When you sleep at night;
(When you play with friends;

When Do You Feel Angry?

This Is Your Life?
Write down who you are at age 30.
Choose a life a day to read
Relate it to a career.

Resources

Filmstrip: Who Am I? (SFS /Sound/Scholastic)

"The Joy of Being You"

Muir

The teacher will evaluate student responses in a manner applicable to the student activity.

Evaluation

Open

Subject Area

Career Education Lesson Guide

4

Grade Level

1.0 WHAT KIND OF PERSON AM I?

Framework Question

1.5 How Do I Relate To The People, Situations and Things Around Me?

Lesson Question (Objective)

Student Activities

View the Filmstrip: "Who Am I?"

Discussion Questions:

-Are you doing nothing right now?

-What's in an empty box?

Nothing is the opposite of something.

Resources

Filmstrip: Who Am I? (5FS/Sound)(Scholastic)

"Nothing is something to do"

Book: Nothing to Do by Russell Haban

Muir

Evaluation

The teacher will evaluate student responses in a manner applicable to student activity.

Subject Area: Social Studies

Career Education Lesson Guide

Grade Level: 4

1.0 WHAT KIND OF PERSON AM I?

Framework Question

1.5 How Do I Relate To The People, Situations and Things Around Me?

Lesson Question (Objective)

Student Activities

View the filmstrip: "People Packages"

Surprise package - Packages from home for students to guess what is inside.

Relate packages to different kinds of clothes and shelter used in different parts of the world.

Resources

Filmstrip: Who Am I? (5FS/SOUND) (Scholastic)

"People Packages"

Books:

A Tiny Family by Norman Bridwell
The Witch Next Door by Norman Bridwell

Muir

Evaluation

Open

Subject Area

Career Education Lesson Guide

4

Grade Level

1.0 WHAT KIND OF PERSON AM I?

Framework Question

1.6 WHAT IS IMPORTANT TO ME?

Lesson Question (Objective)

Student Activities

View Filmstrip: "Who Am I"?

Discussion Questions:

-Imagine you were a dog. What might you wish for?

-Are wishes useful things?

-Riddle: Tell what you would do to make your wish come true. What is your wish?

Resources

Filmstrip:
Who Am I? (5FS/SOUND) (SCHOLASTIC)
"Do You Believe in Wishes?"

Books:
No Roses For Harry by Gene Zion
Noodle by Munro Leaf

Muir

The teacher will evaluate student responses in a manner applicable to the student activity.

Evaluation

Human Relations

Subject Area

Career Education Lesson Guide

4

Grade Level

1.0 WHAT KIND OF PERSON AM I?

Framework Question

1.5 How Do I Relate To The People, Situations And Things Around Me ?

Lesson Question (Objective)

Student Activities

1. View the filmstrip: "I'm The Boss".
2. Role-Playing - produce a T.V. play using long strips of paper and a shoe box or large box. Students can draw and narrate their own stories.

Resources

Filmstrip: Learning About Me (5FS/Sound) QED Productions

"I'm the Boss"

Muir

Observation of student performances

Evaluation

Human Relations

Subject Area

Career Education Lesson Guide

4

Grade Level

1.0 WHAT KIND OF PERSON AM I?

Framework Question

1.5 How Do I Relate To The People, Situations and Things Around Me?

Lesson Question (Objective)

Student Activities

1. View the filmstrip: "Borrowed Friendship"
2. Role-playing: Make finger puppets for plays.

Resources

Filmstrip: Learning About Me (5FS/Sound) QED Productions

"Borrowed Friendship"

Muir

Evaluation

Observation of student performances

Human Relations

Subject Area

Career Education Lesson Guide

4

Grade Level

1.0 WHAT KIND OF PERSON AM I?

Framework Question

1.5 How Do I Relate To The People, Situations And Things Around Me ?

Lesson Question (Objective)

Student Activities

1. View the filmstrip: "I'm New Here."
2. Role-Playing
3. Open Ended Discussion
4. Good for starting the year, or if you have new students in the school. Choose a special friend for the day or week.
5. Make a friendship chain.
   To unite a group, to protect the group from something dangerous (such as a lion). If one of the links is loose, the chain will break and be unable to do its job.

Resources

Filmstrip: Learning About Me (5FS/Sound) QED Productions

"I'm New Here".

Muir

Observation

Evaluation

Human Relations

Subject Area

Career Education Lesson Guide

4-5

Grade Level

1.0 WHAT KIND OF PERSON AM I?

Framework Question

1.5 How Do I Relate To The People, Situations, And Things Around Me?

Lesson Question (Objective)

Student Activities

1. View the filmstrip: "What Do You Expect Of Others?"
2. Prepare a set of pictures showing several individuals: (a policeman, a nurse, an airline pilot, a sailor, etc.) Divide the class into four groups. List privately what students expect from individual pictures. Pass on the picture to the next group. After listing expectations for each picture in each group, compare what the groups had in common, and what was different.
3. The class can play a game with hats: (baseball hats, military hats, academic hats, etc.

Resources

Filmstrip: First Things (Sound) "What Do You Expect of Others?"

Guidance Associates of Pleasantville, N.Y.

Muir

Evaluation

Language Arts

Subject Area

Career Education Lesson Guide

4

Grade Level

2.0 WHAT KINDS OF JOBS (CAREER OPPORTUNITIES) ARE THERE FOR ME ?

Framework Question

2.1 What Is A Job (Career)?

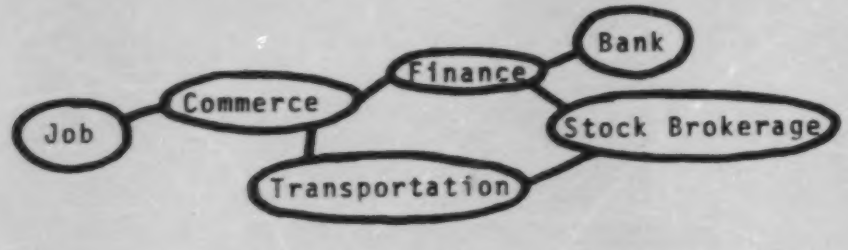
Lesson Question (Objective)

Student Activities

What Is A Job?

Use Dictionaries - Chalkboard

Develop a Web with Job -(Career) as the center:



Resources

A Career Education Unit - Jobs in Commerce, etc.
Ohio State University

Dictionary

Muir

Evaluation

Language Arts

Subject Area

Career Education Lesson Guide

4

Grade Level

2.0 WHAT KINDS OF JOB (CAREER) OPPORTUNITIES A ARE THERE FOR ME ?

Framework Question

2.2 WHY DO I HAVE TO HAVE A JOB (CAREER) ?

Lesson Question (Objective)

Student Activities

Occupations exist for a purpose.

Occupations develop from social needs.

The students could do some role-playing after reading, viewing film strips, viewing a movie, or discussing the work concept. Choose a particular work setting - Manufacturing plant, etc.

Discuss all the activities of particular jobs and discuss how important it is for team work and the need for each job to exist in the work setting.

Explore the recreation industry and the need for part-time employment.

Resources

Education Reference Library, Instructional Materials Center, Madison Public Schools

372.14
EL26

Muir

Evaluation

Teacher evaluation of discussions.

Language Arts

Subject Area

Career Education Lesson Guide

4

Grade Level

2.0 WHAT KINDS OF JOBS (CAREER) OPPORTUNITIES ARE THERE FOR ME?

Framework Question

2.3 What Kinds of Jobs (Careers) Are There To Choose From?

Lesson Question (Objective)

Student Activities

Summary of Home Television Viewing
Charting Jobs Found on T.V.

Title of Program	Kind of Program	Jobs Observed
Marcus Welby, M.D.	Medical Hospital	Doctor Surgeon Nurse etc.

Resources

A Career Education Unit - Jobs in Commerce, etc.

Commerce etc. Ohio State University

Muir

Evaluation

Social Studies

Subject Area

Career Education Lesson Guide

Grade Level 4

2.0 HOW DO I DECIDE WHAT JOB (CAREER) I WANT?

Framework Question

2.3 What Kinds of Jobs (Careers) Are There To Choose From?

Lesson Question (Objective)

Student Activities

Student Classification Chart

List all of the jobs that students can name. This may take a couple of days. (One for thought and one for making lists.) Make a chart with 5 headings:

COMMUNICATIONS
TRANSPORTATION
TRADE
FINANCE
NON-COMMERCE

Resources

Filmstrip/Sound Career Kaleidoscope January Productions

A career education unit - Jobs in Commerce, etc.
Ohio State University

Muir

Evaluation

Language Arts

Subject Area

Career Education Lesson Guide

4-5

Grade Level

2.0 WHAT KINDS OF JOB (CAREER) OPPORTUNITIES ARE THERE FOR ME ?

Framework Question

2.3 What Kinds of Jobs (Careers) are there to choose from?

2.4 What Kinds of Jobs Interest me now?

Lesson Question (Objective)

Student Activities

DAY I

* Discussion of what jobs currently interest students
  Listing of said jobs
  Discussion on where their interest comes from
  Small group discussions to expand career list.

Question: What Do You Know About "Your Job"?
How Do You Find Out?

* If classroom atmosphere does not lend itself to discussion, this activity may be better handled in written form.

Resources

No Special Resources Required.

Crestwood
Muir

Evaluation

Subjective evaluation on student abilities to respond to the questions being discussed.

Subject Area: Language Arts

Career Education Lesson Guide

Grade Level: 4-5

Framework Question

2.0 WHAT KINDS OF JOB (CAREER) OPPORTUNITIES ARE THERE FOR ME?

Lesson Question (Objective)

2.5 What Skills, Education and Experience are required to do the jobs in which I am Interested?

Student Activities

DAY 2

Choose one career not of particular interest and develop a web* as a total class.

Individuals choose a career of interest, and given the total classroom web sample and the resulting classifications, they develop their own written list of questions under appropriate sub-topics. (This list must be kept by the individual student for later reference.)

* See other side for illustration of web.

Resources

Large paper or chalkboard

Smaller paper for individual webs

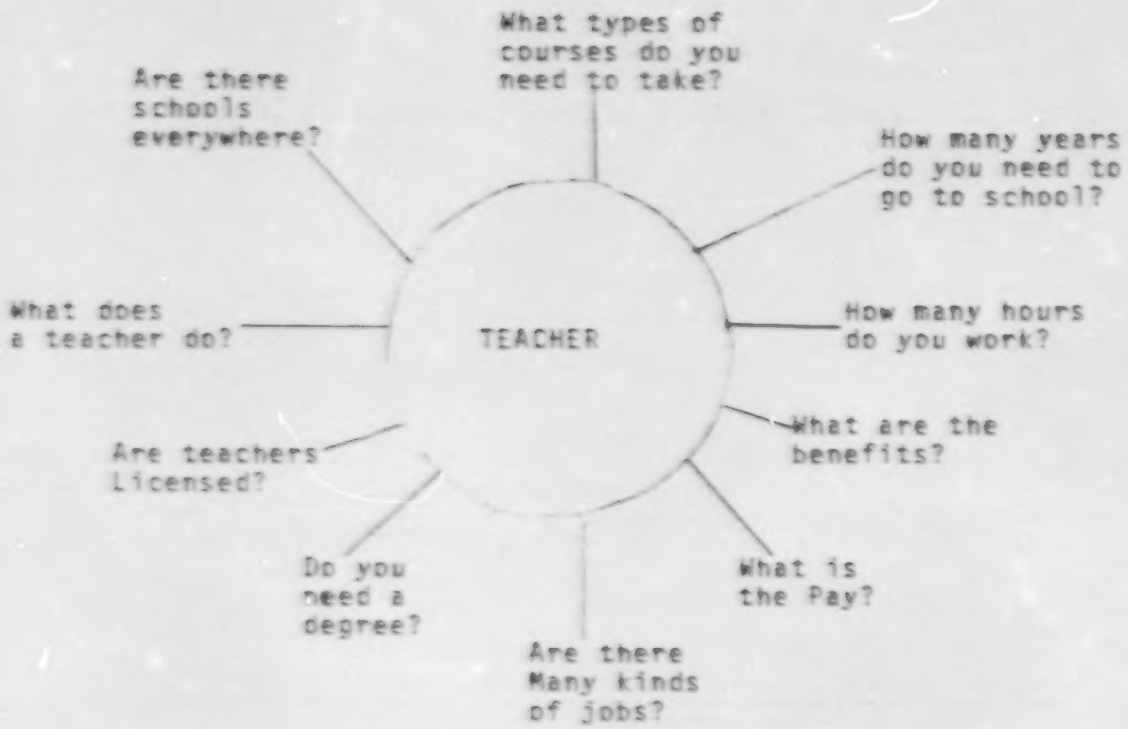
Crestwood Muir

Students will show productive evidence of their "web" development.

Evaluation

Description:

A web is a form of brainstorming on a general topic, designed to identify any and all sub-topics which relate to that topic. See Example below:


What types of courses do you need to take?
Are there schools everywhere?
How many years do you need to go to school?
What does a teacher do?
TEACHER
How many hours do you work?
What are the benefits?
Are teachers Licensed?
Do you need a degree?
What is the Pay?
Are there Many kinds of jobs?

In the webbing process, students will propose questions which will later be re-organized into sub-topic categories.

Language Arts

Subject Area

Career Education Lesson Guide

4-5

Grade Level

2.0 WHAT KINDS OF JOB (CAREER) OPPORTUNITIES ARE THERE FOR ME?

Framework Question

FOCUS ON SKILL DEVELOPMENT

Lesson Question (Objective)

Student Activities

DAY 3

Note-taking:

Teacher prepares a short lesson on note-taking.

- Show a sample note-card and discuss each item. Emphasize notes, not sentences, one idea per card, and no plagarism.
- Hand out 3 sample readings based on previous day's web. Together work through one or two readings and cards.

Resources

Hand-outs on note-card format*

Sample readings (short) preferably on same subject as class web. (May be drawn from World Book Encyclopedia.)

*format - see card sample on Day 4 - (teacher made)

Crestwood
Muir

Observation to Day 4

Evaluation

Subject Area: Language Arts

Career Education Lesson Guide

Grade Level: 4-5

Framework Question

2.0 WHAT KINDS OF JOB (CAREER) OPPORTUNITIES ARE THERE FOR ME?

Lesson Question (Objective)

FOCUS ON SKILL DEVELOPMENT

Student Activities

DAY 4

Continue Note-taking lesson:

Remainder of readings done in classroom individually.

Tie - up: Group review of final reading
Suggestions: 1.) Re-do together
2.) Individual conferences during exercise
3.) Volunteers to read their cards

Hand out note-cards and fill in sub-topics.

Resources

Note-Cards for Individuals. This is to be a ditto for each card:

3X5

Sub-topic:
Title:
Author
Notes:

Names:

Crestwood
Muir

Individual or sample checks on note-taking

Evaluation

Research Language Arts

Subject Area

Career Education Lesson Guide

4-5

Grade Level

2.0 WHAT KINDS OF JOB (CAREER) OPPORTUNITIES ARE THERE FOR ME?

Framework Question

2.3 What Kinds of Jobs (Careers) Are There To Choose From?

2.5 What Skills, Education, Experience are required to do the jobs in which I am Interested?

Lesson Question (Objective)

Student Activities

DAY 5

Review of IMC

Catalog use by subject
Encyclopedias - index usage

IMC

Materials search
Identification of community resources

Begin reading and note-taking

Resources

IMC

Note Cards

Crestwood
Muir

Student evaluation will be evident through their verbal competencies relative to IMC Skills.

Evaluation

Subject Area: Language Arts

Career Education Lesson Guide

Grade Level: 4-5

2.0 WHAT KINDS OF JOB (CAREER) OPPORTUNITIES ARE THERE FOR ME?

Framework Question

2.3 What Kinds of Jobs (Careers) Are There To Choose From?

2.5 What, Skills, Education and Experience are required to do the Jobs in which I am Interested?

Lesson Question (Objective)

Student Activities

DAY 6

Continue research reading and note-taking.

Individual Conferences:
assisting with materials, reading, organization and note-taking.

Resources

IMC

Note Cards

Crestwood
Muir

Observation By Conferences

71

Evaluation

Subject Area: Language Arts

Career Education Lesson Guide

Grade Level: 4-5

Framework Question

2.0 WHAT KINDS OF JOB (CAREER) OPPORTUNITIES ARE THERE FOR ME?

Lesson Question (Objective)

2.3 What Kinds of Jobs (Careers) Are There To Choose From?

2.5 What Skills, Education and Experience are Required to do the Jobs in which I am Interested?

Student Activities

DAY 7

Continue research reading and note-taking.

Individual Conferences:
assisting with materials, reading organization and note-taking.

Resources

IMC

Note Cards

Crestwood
Muir

Evaluation

Observation by Conferences

Research

Subject Area

Career Education Lesson Guide

4-5

Grade Level

2.0 WHAT KINDS OF JOB (CAREER) OPPORTUNITIES ARE THERE FOR ME?

Framework Question

FOCUS ON SKILL DEVELOPMENT

Lesson Question (Objective)

DAY 8

Student Activities

Explanation of oral presentation:

With a sample reading from original note-taking, demonstrate a technique of speaking with full sentences from note-cards.
Option: Write a full sentence to tie topics together.

Allow opportunity for students to practice in pairs or on tape.

Resources

No Special Resources Required.

Crestwood
Muir

Observation of Student Performance

Evaluation

Research Language Arts

Subject Area

Career Education Lesson Guide

4-5

Grade Level

2.0 WHAT KINDS OF JOB (CAREER) OPPORTUNITIES ARE THERE FOR ME?

Framework Question

2.3 What Kinds of Jobs (Careers) Are There to Choose From?
2.4 What Kinds of Jobs Interest Me Now?
2.5 What Skills, Education and Experience are Required to do the Jobs in which I am Interested?

Lesson Question (Objective)

Student Activities

DAYS 9 and 10

Oral presentations as time and schedule permits.

Final Activity:

Class discussion based on student change of attitude, interests and information.

Resources

No special Resources required.

Crestwood
Muir

1. To evaluate research techniques, check note cards and organization of presentation.
2. Discussion of careers.

(See "Follow-up" on the reverse side)

Evaluation

Follow Up:

This is an introduction/review of research skills including using the IMC, reading for content, note-taking, and organization. In addition, an oral presentation allows for more emphasis on research rather than on written reports. The intention is that a similar unit at another date will involve outlining, first draft, and a written report including a bibliography.

Language Arts

Subject Area

Career Education Lesson Guide

4-5

Grade Level

2.0 WHAT KINDS OF JOB (CAREER) OPPORTUNITIES ARE THERE FOR ME ?

Framework Question

2.3 What Kinds of Jobs (Careers) are there to choose from?
2.4 What Kinds of Jobs interest me Now?
2.5 What Skills, Education, and Experience are required to do the jobs in which I am interested?

Lesson Question (Objective)

Student Activities

TOTAL UNIT DESCRIPTION

(This is a 10 page unit; not a single day's activity.)

This will be a research unit involving the IMC, note-taking, and personal interviews culminating in an oral presentation.

The intent is two-fold:

1) Introduction to the IMC, research techniques, and organization.

2) Awareness of careers and their related skills and educational requirments.

Resources

IMC AND MEDIA SPECIALIST
Films from Central Admin. Film Catalog under Career Ed.
Career Kaleidoscope
Encyclopedias - especially World Book
Lothrup Publisher Series
Children's dictionary
Community Resources & Personal interviews

Crestwood
Muir

1. Organization of notes
2. Note Cards
3. Use of Media Center by Media Specialist
4. Oral Presentation
5. Observation of Career Awareness

Evaluation

#3.0 HOW DO I DECIDE WHAT JOB (CAREER) I WANT?

3.1 How Do I Learn To Make Decisions?

3.2

3.3

3.4

#4.0 HOW WILL EDUCATION HELP ME TO GET THE JOB (ENTER THE CAREER) I WANT?

4.1 How Do I Learn?

4.2 What Are The Things I Need To Know, no Matter What Job (Career) I Choose?

4.3

4.4

4.5

#5.0 HOW DO I GET THE JOB (ENTER THE CAREER) I WANT?

(For Grades 6-12)

#6.0 WHAT DO I DO WITH THE MONEY AND BENEFITS I RECEIVE FROM MY WORK?

6.1 What Kinds of Things - (Goods and Services) Do I need and Want?

6.2 How Can I Get The Most For The Money I Spend?

6.3 How Does What Others Do With Their Money Affect Me?

6.4

6.5

6.6

Social Studies

Subject Area

Career Education Lesson Guide

4

Grade Level

3.0 HOW DO I DECIDE WHAT JOB (CAREER) I WANT?

Framework Question

3.1 WHAT DO I LIKE AND DISLIKE ?

Lesson Question (Objective)

Student Activities

Discussion

Role Playing

Activities listed in resources are very good.
(Note Teachers' Manual)

Resources

Cassette 2, Side B - Poster IV-C Think For Yourself

Duso Kit

American Guidance Service, Inc.

Muir
Falk

Evaluation optional

Evaluation

OPEN

Subject Area

Career Education Lesson Guide

4

Grade Level

4.0 HOW WILL EDUCATION HELP ME TO GET THE JOB (ENTER THE CAREER) I WANT?

Framework Question

4.1 HOW DO I LEARN ?

Lesson Question (Objective)

Student Activities

1. View the filmstrip: "Figuring Things Out"
2. Students should attempt to do what the filmstrip suggests:
   "Can You Make Ideas?"
3. Use paper bags, bits of cloth, pop bottle caps, etc.

Resources

Muir

Filmstrip: How Do I Learn? (3FS/Sound) Scholastic

"Figuring Things Out"

Teacher Observation of Student performance.

Evaluation

SAFETY

Subject Area

Career Education Lesson Guide

4

Grade Level

4.0 HOW WILL EDUCATION HELP ME TO GET THE JOB (ENTER THE CAREER) I WANT?

Framework Question

4.1 HOW DO I LEARN ?

Lesson Question (Objective)

Student Activities

1. View the filmstrip: "Making Mistakes"
2. Students will made a list of mistakes they have made in one day. Discuss accepting failure.
3. Find puzzles with mistakes. Can You Find Them?
4. Talk about bicycle safety - How important is a traffic mistake?

Resources

Filmstrip: How Do I Learn? (3FS/SOUND) Scholastic

"Making Mistakes"

Muir

Teacher will subjectively evaluate the students' participation in discussion.

Evaluation

OPEN

Subject Area

Career Education Lesson Guide

Grade Level 4

4.0 HOW WILL EDUCATION HELP ME TO GET THE JOB (ENTER THE CAREER) I WANT?

Framework Question

4.1 HOW DO I LEARN?

Lesson Question (Objective)

Student Activities

1. View the filmstrip "What's Next?"
2. Planmaking:
   Students will make long or short range plans and evaluate them.
   a. A plan for a one day's schedule:
   b. A plan for one class period;
   c. A plan for a walking field trip.

Resources

Filmstrip: How Do I Learn? (3F5/Sound) Scholastic

"What's Next?"

Muir

Student/Teacher evaluation

Evaluation

Subject Area: Social Studies

Career Education Lesson Guide

Grade Level: 4

4.0 HOW WILL EDUCATION HELP ME TO GET THE JOB (ENTER THE CAREER) I WANT ?

Framework Question

4.2 What Are The Things I Need To Know, No Matter What Job (Career) I Choose?

Lesson Question (Objective)

Student Activities

The student will perceive how participation in school classes and activities can apply to his use of time throughout life.

List subject areas on the chalkboard: reading, Math, Social studies, Science, Health, etc.

Imaginary Trip - "It is early in the morning, and you are in bed asleep. Brrring, etc. The sound of the alarm clock awakens you." (Point to chalkboard). Which of these things have you studied in school? Sample: Math - telling time.

Resources

A Career Education Unit: Careers and You, I

Comprehensive Career Education Model

Ohio State University

Muir

Evaluation

Social Studies

Subject Area

Career Education Lesson Guide

Grade Level 4

4.0 HOW WILL EDUCATION HELP ME TO GET THE JOB (ENTER THE CAREER) I WANT ?

Framework Question

4.2 What Are The Things I Need To Know, No Matter What Job (Career) I Choose ?

Lesson Question (Objective)

Student Activities

Math and Reading Are Meaningful

Student brings items from home to show and relate them to reading or Math.

- Magazines with Recipes
- T.V. Guide
- Football Tickets showing where to sit.

Students could also make a collage displaying Math or Reading experiences.

Resources

A Career Education Unit: Careers And You, I.

Comprehensive Career Education Model
Ohio State University

Muir

Evaluation

Evaluation of student collages.

SOCIAL STUDIES

Subject Area

Career Education Lesson Guide

4-5

Grade Level

6.0 WHAT DO I DO WITH THE MONEY AND BENEFITS I RECEIVE FOR MY WORK?

Framework Question

6.1 What Kinds of Things (Goods and Services) Do I Need and Want?

Lesson Question (Objective)

DAY I (Total 2-4 Days)

Student Activities

Aim: Work up a concept of universal needs.

1. Propose the story to the students that their ship wrecks, and they have a choice of taking 5 things with them from the ship in order to help them survive, alone, on a desert island.which will have no natural resources. What would they take and why? Responses can be in group discussion, written or drawn. Emphasis on reasons for choices.

2. As a group, list the choices made, then look for similarities. Attempt to establish classification of choices as either needs or wants.

3. Pose comparison question to the students: What things do you think a group of Indians might take in the same situation. Basic needs are the same.

Resources

Filmstrip: Economics for Primaries (Sound)
"The Toy Store"

Filmstrip: You and Others (Sound)

Teacher story, not necessarily written

Crestwood
Muir

Observation of student ability to work in groups.

Evaluation of student responses to a problematic situation.

Evaluation

SOCIAL STUDIES

Subject Area

Career Education Lesson Guide

4-5

Grade Level

6.0 WHAT DO I DO WITH THE MONEY AND BENEFITS I RECEIVE FOR MY WORK?

Framework Question

6.1 What Kinds Of Things (Goods and Services) Do I Need and Want?

Lesson Question (Objective)

DAY 2 (Total 2-4 Days)

Student Activities

Having established the idea that there are universal needs of food, shelter and clothing, students go on to compare ways in which various cultures meet these needs.

1. Research in pairs or small groups
2. Construct Diaramas
3. Draw Murals
4. Make Charts
5. Guest Speaker on any particular country or culture
6. Film (strip), slides
7. Social Studies Tests

Resources

Textbooks
IMC Resources
Community Films from Central IMC on Different Cultures

Crestwood
Muir

Observation and identification by students of how basic needs are satisfied

Evaluation

SOCIAL STUDIES

Subject Area

Career Education Lesson Guide

4-5

Grade Level

6.0 WHAT DO I DO WITH THE MONEY AND BENEFITS I RECEIVE FOR MY WORK?

Framework Question

6.1 What Kinds of Things (Goods and Services) Do I Need and Want?

Lesson Question (Objective)

Student Activities

DAY 5

Aim: Establish hierarchy of wants.

1. A packet of pictures per student which contains contemporary wants for children. (Example: bike) Have children classify the pictures according to whether they are important or nonimportant for them to possess. Follow with class discussion to help students realize why they made their particular choice, and how they made it.

2. Based on the list of wants from their picture packet, propose a situation that would allow each student $100.00 to spend on one object. What would they buy right now (today)? Why would they buy it, and not some other object? Afterwards have a general discussion about what things influenced their choices in making their decision.

Resources

1. Magazine pictures - to be used in packets
2. Old workbooks for pictures - to be used in packets.

Muir
Crestwood

Ongoing observation of students' ability to distinguish needs from wants and to make intelligent decisions.

Evaluation

Social Studies

Subject Area

Career Education Lesson Guide

5

Grade Level

1.0 WHAT KIND OF PERSON AM I?

Framework Question

1.3 How Am I Alike And Different From Others?

1.5 How Do I Relate To The People, Situations and Things Around Me?

Lesson Question (Objective)

Student Activities

This is a unit designed to teach the origins of skin color and differences among people. The materials have been edited based on complexity of concepts and questions. Only medium or easy-level problem cards are used. Within each of these, repeated questions have been omitted and decisions made as to whether questions are best answered individually or in discussions. (The final edited teachers' guide can be borrowed from Muir School.

The method of use for this kit developed by the group is an independent, on-going center (at least 6 weeks). Where problem cards are handled in sequence and difficult questions are discussed in large groups. Because the kit is laid out in independent study form, and most of the necessary materials are provided, it was not considered necessary to provide further lesson plans.

Resources

Color Of Man Kit - Random House - Total Kit

Suggestion: Due to the difficulty of reading, books should be taped for 5th and 6th Grade. Tapes are to be listened to while reading along.
There will be a tape available for duplication from Muir.

Crestwood
Muir

Based on Discussions and Written Work

Evaluation

LANGUAGE ARTS

Subject Area

Career Education Lesson Guide

5

Grade Level

1.0 WHAT KIND OF PERSON AM I?

Framework Question

1.5 How Do I Relate To The People, Situations and Things Around Me?

Lesson Question (Objective)

Student Activities

This is a suggested lesson plan for one story in the book. The other stories can be handled in similar ways.

1. Read the "story" part of the first chapter pg 3--1st par. pg 5.
2. The four questions under the heading "What's Your Opinion" to be dealt with either in discussion or in writing. The students should be encouraged to relate similar incidents and feelings in their own lives.
3. Suggested ideas for the rest of the chapter.
   a. Read in entirety individually or as a group.
   b. Read by paragraphs and have the students give opinions on the ideas as they come up.

(Continued on reverse side of page)

Resources

Dimensions of Personality, Becoming Myself
Walter J. Limbacher, Phd.

Alexander and the Terrible, Horrible, No-Good, Very Bad Day by Judy Vioist

Muir

Observation: Are students a little more willing and able to express how they are feeling and why?

Evaluation

Example of having the students give opinions on the ideas as they come up:

Do you agree with the ideas stated on pg 5, par. 4?

Questions under <u>You Tell Us</u>:
-emphasis on students giving reasons for their opinions.

Follow-up - oral, written or drawings:

What things make you happy, sad, angry, etc?

What kinds of things do you do when you are feeling any particular emotion strongly?

OPEN

Subject Area

Career Education Lesson Guide

5

Grade Level

4.0 HOW WILL EDUCATION HELP ME TO [illegible] THE JOB (ENTER THE CAREER) I WANT?

Framework Question

4.2 What Are The Things I Need To Know, No Matter What Job (Career) I Choose ?

Lesson Question (Objective)

Day I

ARCHITECT (Any profession possible)

Student Activities

Purpose is to identify skills, responsibilities and education necessary to be an architect.

1. Invite an architect to come and speak on duties, skills and education. If possible, the architect should bring sample floor plans and/or models.
2. After the architect leaves, discuss skills needed to be an architect.
3. Poll students on whether they think they would like to be an architect. Emphasize interests and abilities of students as reasons for their answers.

*This information may be alternately obtained from books, slides, films,

Resources

Yellow Pages For Learning Resources pgs. 8&9.

Crestwood
Muir

Evaluate Architect's presentation based on appeal and approach.

Observation

Evaluation

OPEN

Subject Area

Career Education Lesson Guide

Grade Level 5

4.0 HOW WILL EDUCATION HELP ME TO GET THE JOB (ENTER THE CAREER) I WANT?

Framework Question

4.2 What Are The Things I Need To Know, No Matter What Job (Career) I Choose?

Lesson Question (Objective)

Student Activities

Day 2

Using list of skills from Day I, in this activity #2, generate other lists of skills needed for other occupations of interest to the students. Discuss similarities and differences.

Activity #3: Small groups brainstorming about the various jobs and their skills.

Go back to large groups and make comparisons: Hopefully ending up with certain recurring skills.

Resources

No Special Resources Required

Crestwood
Muir

Observation

91

Evaluation

OPEN

Subject Area

Career Education Lesson Guide

Grade Level 5

4.0 HOW WILL EDUCATION HELP ME TO GET THE JOB (ENTER THE CAREER) I WANT?

Framework Question

4.2 What Are The Things I Need To Know, No Matter What Job (Career) I Choose?

Lesson Question (Objective)

Student Activities

Day 3

What kinds of things are you doing now in school which relate to the skills identified previously as being necessary for all careers or Jobs?

1. Following the example of the architectural job from Day I, have the students measure and draw a floor plan of the classroom. Afterwards, identify with the students those skills which they used in drawing the floor plan.

2. As a further means of identifying individual interests and skills of the students, everyone should take a personal inventory. The purpose of the inventory is to increase awareness in students that abilities, skills and interests other than academic will be useful in choices about their future.

Resources

Houseplans Jan Atkins

Personal Inventory is from Ohio State Unit:
Careers and You, (I) Grade 4, p. 150

Observation: Students are more able to identify their own areas of interest and ability.

Students are more able to identify basic skills necessary to a variety of jobs.

Muir
Crestwood

Evaluation

M.A.C.E.

(Memorial) (Area) (Career) (Education)

LESSON PLAN WORKBOOK FOR 6-8

GRADES 6-8 CAREER EDUCATION CURRICULUM SCOPE

1.0 WHAT KIND OF PERSON AM I?

1.1 What Do I Like and Dislike?

1.2 What Are My Strengths and Weaknesses?

1.3 How Am I Alike and Different From Others?

1.4 How are my Body, Actions, and Attitudes Changing?

1.5 How Do I Relate to the People, Situations and Things Around Me?

1.6 What is Important to Me?

1.7 How Do I Want To Live my Life?

1.8

1.9

1.10

GRADES 6-8 CAREER EDUCATION CURRICULUM SCOPE

2.0 WHAT KINDS OF JOB (CAREER) OPPORTUNITIES ARE THERE FOR ME?

2.1 What is a Job (Career)? (K-5)

2.2 Why Do I Have to Have a Job (Career)?

2.3 What Kinds of Jobs (Careers) Are There to Choose From?

2.4 What Kinds of Jobs Interest Me Now?

2.5 What Skills, Education, and Experience are Required to do the Jobs in which I am Interested?

2.6 Are Some Jobs (Careers) more important than others?

2.7 How does one Job (Career) Affect Another Job(s)?

2.8 How will the Job (Career) I choose affect The Way I want to Live?

2.9 What Things Should I Consider if I Would Like To Change My Career?

2.10

2.11

2.12

GRADES 6-8 CAREER EDUCATION CURRICULUM SCOPE

3.0 HOW DO I DECIDE WHAT JOB (CAREER) I WANT?

3.1 How Do I Learn To Make Decisions?

3.2 What Decisions about a Job (Career) Should I make Now? ---Later?

3.3

3.4

3.5

GRADES 6-8 CAREER EDUCATION CURRICULUM SCOPE

4.0 HOW WILL EDUCATION HELP ME TO GET THE JOB (ENTER THE CAREER) I WANT?

4.1 How Do I Learn?

4.2 What Are the Things I need to Know, no Matter What Job (Career) I Choose?

4.3 What Will I Need to Learn To Get The Job (Enter the Career) I Want?

4.4 What Work and Learning Habits will I need to Develop to be Successful at the Job (Career) I want?

4.5

4.6

4.7

GRADES 6-8 CAREER EDUCATION CURRICULUM SCOPE

5.0 HOW DO I GET THE JOB (ENTER THE CAREER) I WANT?

5.1 How Do I Go About Getting A Job (Entering A Career)?

5.2 Who Can Help Me in Finding A Job?

5.3 How Do I Apply For A Job?

5.4 What Kind Of Job Can I Get Now?

5.5

5.6

5.7

GRADES 6-8 CAREER EDUCATION CURRICULUM SCOPE

6.0 WHAT DO I DO WITH THE MONEY AND BENEFITS I RECEIVE FOR MY WORK?

6.1 What Kinds of Things (Goods & Services) Do I Need and Want?

6.2 How Can I Get The Most For The Money I Spend?

6.3 How Does What Others Do With Their Money Affect Me?

6.4 How Much Money Do I Need to Earn in Order to Live The Way I Want?

6.5

6.6

6.7

Career Education Lesson Guide

Subject Area

Grade Level

Framework Question

Lesson Question (Objective)

Student Activities

Resources

Evaluation

M.A.C.E.

(Memorial) (Area) (Career) (Education)

LESSON PLAN WORKBOOK FOR

9-12

GRADES 9-12 CAREER EDUCATION CURRICULUM SCOPE

1.0 WHAT KIND OF PERSON AM I?

1.1 What Do I Like And Dislike?

1.2 What Are My Strengths And Weaknesses?

1.3 How Am I Alike And Different From Others?

1.4 How Are My Body, Actions, and Attitudes Changing?

1.5 How Do I Relate to the People, Situations and Things Around Me?

1.6 What Is Important To Me?

1.7 How Do I Want To Live My Life?

1.8

1.9

1.10

GRADES 9-12 CAREER EDUCATION CURRICULUM SCOPE

2.0 WHAT KINDS OF JOB (CAREER) OPPORTUNITIES ARE THERE FOR ME?

2.1 What is a Job (Career)? (K-8)

2.2 Why Do I Have to Have a Job (Career)? (K-8)

2.3 What Kinds of Jobs (Careers) Are There To Choose From?

2.4 What Kinds of Jobs Interest Me Now?

2.5 What Skills, Education, and Experience are required to do the jobs in which I am Interested?

2.6 Are Some Jobs (Careers) More Important Than Others?

2.7 How Does one Job (Career) Affect Another Job(s)

2.8 How will the Job (Career) I choose affect the way I want to Live?

2.9 What Things Should I Consider If I Would Like to Change my Career?

2.10

2.11

2.12

GRADES 9-12 CAREER EDUCATION CURRICULUM SCOPE

#3.0 HOW DO I DECIDE WHAT JOB (CAREER) I WANT?

3.1 How Do I Learn To Make Decisions? (K-8)

3.2 What Decisions About a Job (Career) should I Make Now? ---Later?

3.3 Who Else, Besides Myself, should I consider In Making My Job (Career) Choice -- e.g. Family and Friends?

3.4 What Will Be The Consequences of My Job (Career) Choice --e.g. Pay, Fringe Benefits, Working Conditions, Geographic location, etc. ?

3.5

3.6

3.7

GRADES 9-12 CAREER EDUCATION CURRICULUM SCOPE

#4.0 HOW WILL EDUCATION HELP ME TO GET THE JOB (ENTER THE CAREER) I WANT?

4.1 How Do I Learn? (K-8)

4.2 What Are The Things I Need To Know, no Matter What Job (Career) I Choose?

4.3 What Will I Need To Learn To Get The Job (Enter the Career) I Want?

4.4 What Work and Learning Habits will I Need To Develop To Be Successful At The Job (Career) I Want?

4.5

4.6

4.7

GRADES 9-12 CAREER EDUCATION CURRICULUM SCOPE

#5.0 HOW DO I GET THE JOB (ENTER THE CAREER) I WANT?

5.1 How Do I Go About Getting A Job (Entering A Career)?

5.2 Who Can Help Me In Finding A Job?

5.3 How Do I Apply For A Job?

5.4 What Kind Of Job Can I Get Now?

5.5 What Do I Do To Keep My Job?

5.6

5.7

5.8

GRADES 9-12 CAREER EDUCATION CURRICULUM SCOPE

#6.0 WHAT DO I DO WITH THE MONEY AND BENEFITS I RECEIVE FOR MY WORK?

6.1 What Kinds of Things (Goods and Services) Do I Need and Want?

6.2 How Can I Get The Most For The Money I Spend?

6.3 How Does What Others Do With Their Money Affect Me?

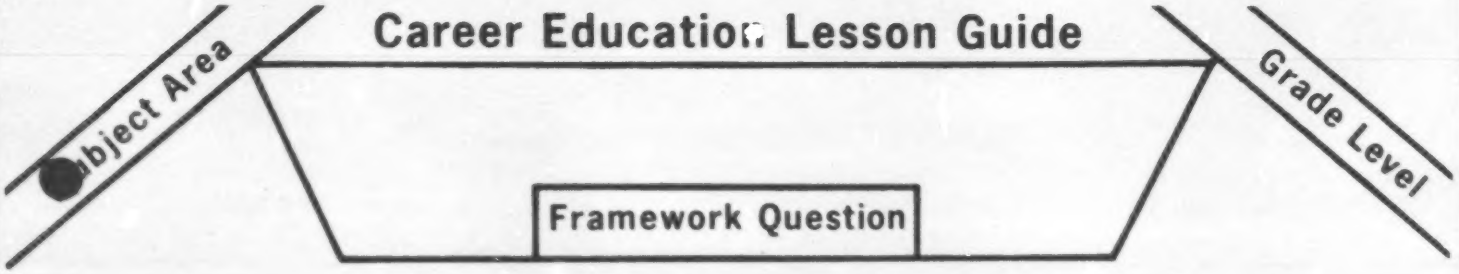
6.4 How Much Money Do I Need To Earn In Order To Live The Way I Want?

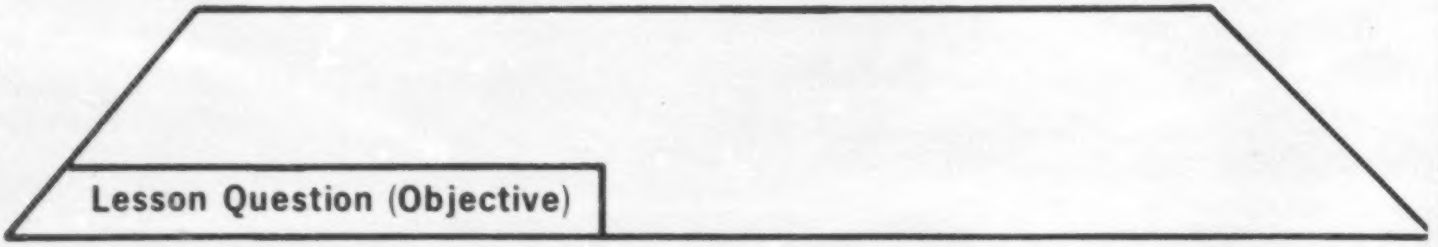
6.5

6.6

6.7

Career Education Lesson Guide





Student Activities

Resources

Evaluation